

Student Testifies in Rape Trial

by Michael Drezin
News Editor

A GW student, allegedly raped at Lisner Auditorium last Feb. 7, told a U.S. District Court jury yesterday how she was dragged to the backstage area of the auditorium where she was twice forced to have sexual intercourse.

The student was the first witness of the day in the trial of Santionta Butler, a 17-year old youth who has been charged with rape in connection with the incident.

Butler has also been charged with oral sodomy in connection with a sexual attack allegedly committed against a GW student in the Center fifth floor women's bathroom. That incident, the focus of Tuesday's testimony, allegedly occurred at 11:15 p.m., about 15 minutes before the reported attack in Lisner.

According to the 19 year old student involved in the Lisner incident, she was returning from Crawford Hall on her way to Thurston when she was stopped on 21st street by Butler, who placed a hard object in her back which she believed to be a gun. Butler reportedly said, "Don't make a move or I'll kill you" and then "dragged" her to the backstage area of the auditorium.

She said Butler hit her on the side of her head several times during the incident. But she said there were no stains that she knew of on her outer garments and a broken bra hook was the only damage done to her clothes.

Dr. Edward Cook, a physician working at GW Hospital, gave the student a general physical examination at 2:45 a.m. on Feb. 8. He noted a "minimal soft tissue swelling" about the head but said under questioning by defense attorney John Dwyer that he found no other injuries suggestive of violence on other parts of her body.

In addition, the student herself testified she knew another doctor who had examined her, "didn't find any sperm inside of me."

The coed said that during the incident Campus Security guard Charles Finney walked into the auditorium equipped with a flashlight and walkie-talkie. "I started screaming" she said, "as far as I knew he was the only one who could help me. She said the guard made no attempt to help but instead had a conversation with the accused and walked off while she was screaming.

According to Finney, there was a black male and a white female near a stairwell landing in the rear of the auditorium when he entered. Although he was not able to state positively that the male he saw was Butler, he did say that the male was rising from a kneeling position and that the coed had her hands around his neck in an embracing gesture.

He said that when he spotted the girl she tried to hide her face with her long hair and then started "sniffing" but "she wasn't screaming, she wasn't hollering."

The guard at first was not sure if the coed had been dressed when he first saw her. She "might have been

dressed and she might have not" been dressed he said. Under further questioning by Assistant U.S. Attorney Herbert Hoffman, Finney said, "she might have had the front of her pants opened" and after some consideration said "she was dressed but her clothes were messed up."

Finney said he saw no indication of violence and reported the incident by phone to the dispatch officer at Security headquarters. He said his walkie-talkie was not used because it does not operate on a private air line, and Security regulations require messages concerning sensitive subjects to be transmitted by phone to insure confidentiality.

The 61-year-old guard said he was ordered to "run them on out (of Lisner) and lock up the place. When he returned from the call, "they were going out the rear door," he said.

According to the student's testimony, when Finney left the auditorium, she was made to dress and forced to go to the Hawthorne Hotel on G Street with Butler. The clerk at the hotel who worked the night shift during the time of the incident told the all black jury of

eight women and four men that "the young man (Butler) virtually carried the girl through the front door."

"She seemed to be in great distress" he said "almost hysterical... she kept repeating that she had been raped." The clerk reported that Butler, upon failing to get a room at the hotel, attempted to get the young lady to go with him (but when she refused) he left himself."

For his alleged inaction during the Lisner incident, Finney was charged with "compromising a felony." Title 4, Section 175 of the D.C. Code defines compromising a felony in part as helping "any person suspected of a crime to escape a full judicial examination by failing to give known facts or reasonable causes of suspicion to the proper judicial authorities."

That charge was later dismissed after a prosecutor's motion citing insufficient evidence had been made by the U.S. Attorneys Office.

The trial, which goes into its third day today, may be ready for the jury by this evening, after the defense calls its few remaining witnesses.

Townhouse Appeals to BZA In Opposition to Parking Lot

by Jerry Dworkin
Asst News Editor

Three GW students, representing the Foggy Bottom historic preservation group Townhouse, appeared before the D.C. Board of Zoning Adjustments (BZA) last night in an appeals hearing, opposing an application submitted

by the GW Development Office for permission to establish a 14-space parking lot at 2027 and 2029 H St.

The re-hearing came at the request of Townhouse on the grounds that "relevant testimony was excluded" in initial hearings on the subject, according to Townhouse member Dirk

Holscher.

Holscher, Bob Kozak and Ron Tipton argued the case for Townhouse, claiming the additional parking space would be detrimental to the Foggy Bottom area and that the lots could be put to better use.

Holscher, claiming the student body would not benefit from the additional parking space, asserted, "We assume it will be used for heavy trucks when it is paved over. The additional 14 spaces are simply not conducive to aesthetics or health requirements of the community."

Regarding the actions of the preservation group, GW Vice President and Treasurer Charles Diehl said, "I object to the loss of time that transpired during the interim period that a couple of students representing a small portion of the student body have withheld the building of additional parking facilities on campus for more than a year."

Diehl maintained the additional parking facilities were necessary, stating, "I believe we have demonstrated, through a well thought out master plan, a need for certain parking facilities."

When asked if Townhouse had adequate grounds for complaint of the University's actions, Diehl emphatically replied, "No."

None of the Townhouse members believed the BZA would rule in their favor. Kozak stated, "We probably lost the case but I think continued discussion, cooperation and action from the students and faculty would have to cause the University to adopt a new plan which considered the community."

A decision will be announced next week.

GW Begins With A Win

The GW varsity basketball team won its first opening game in three years, beating Loyola of Md. 72-62 Tuesday night. The Buff were in the lead the entire game, although neither team looked impressive.

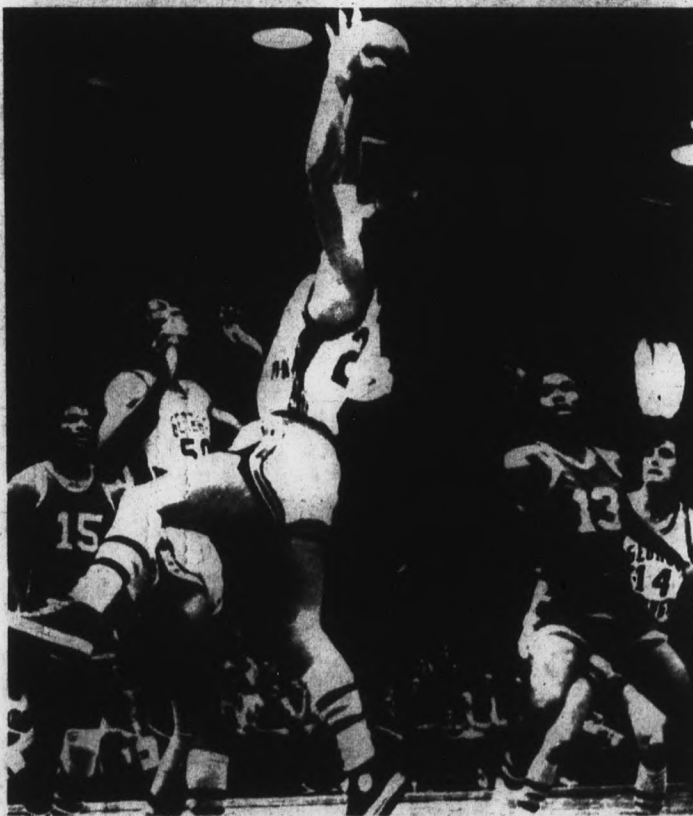
With three sophomore starters, the Colonials experienced a bad case of the jitters. Passes went astray, shots were forced, and GW was unable to generate a consistent offense, especially a hoped-for fast break.

Senior forward and captain Mike Battle provided floor leadership and led the Buff with 25 points and 16 rebounds. Sophomore center Clyde Burwell grabbed 18 rebounds and Pat Tallent, a soph guard, chipped in 13 points.

At right, Tom Rosepink rebounds as Colonials Burwell (50) and Jim McCloskey (14) look on.

For related stories and box scores, see page 7.

photo by Dick Tabor



Lorton Strikes Predicted

Inmate Sees Unrest

Doolum Johnson, chairman of the Lorton Reformatory Inmate Grievance Committee, told members of GW's Service Learning Program Monday that there is "no political group—no social group" working at Lorton that is respected by the prisoners.

As a result, Johnson stated, "There will be many, many more strikes and maybe a few riots before our demands are met." The inmate warned, "Something is coming. I don't know if it will be a riot. I don't know if it will be a strike."

Johnson charged that prisoners are "tired of being exploited," claiming they are just demanding basic needs like "privacy, toilet facilities, showers, a good diet and doctors."

The prisoners are united by "one common goal," Johnson said, and "that goal is freedom."

When questioned about the possibility of an inmate-guard alliance, Johnson expressed doubt that it was possible, citing an inherent lack of rapport between the two camps. The Lorton inmate claimed the guards' attitude is "If y'all stab each other that's y'all's business."

The prison leader requested support from Service Learning Program members for both himself and his newly coordinated staff. Many of the SLP members are involved in academic study projects concerning prison programs.

-by Steve Martinie

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Ticket Prices To Decline
For Upcoming Concertsby David Leaf
and Jerry Dworkin

The price of concerts at GW is coming down. A busy weekend of music will be presented by the Program Board at a comparatively low cost to students while plans for next semester call for an expanded number of free programs.

On Friday night, Grin, a local group, featuring Nils Lofgren, will perform at Lisner Auditorium. The group's popularity is rising under Lofgren's direction. The artist's past work was with rock musician Neil Young. The show beings at 8 p.m. with the Dubonettes as the opening act.

Saturday night's show features another area group, Spectrum. The group's diversified concert blends sophisticated electronics with their music, and the showing of films. Their music appeals to a growing audience of jazz-rock listeners, and according to

keyboard player Hillary Hamburg, their sound is a "cross between Mahavishnu and Zappa."

But even a low admission price is too demanding, according to Program Board Concert Committee Chairman Elliott Himelfarb, who believes there is a segment of the GW community that "can't afford concerts." Himelfarb said most of next semester's concerts, and possibly all of them, will be free to GW students in an attempt to "serve more students" as "everyone pays equally for student activities."

Himelfarb estimated that when admission is charged at a concert, only half of the audience is composed of GW students. "But at a free show," he added, "95% are GW students."

Criticizing the typical Lisner audience, Himelfarb described the concert goers as "rude, drunk, soaped out" people who

don't give the acts a chance to play their music. He found this especially true with opening acts who are rarely listened to.

Attempting to provide "the most, good shows," the concert chairman said he can get "good and tight acts" that are unknown to the students, but if the students would give them a chance "they would really enjoy them."

He said student input into concert choices consists of students wanting to know why he did not get groups like "Yes, Led Zeppelin, and the Moody Blues." Himelfarb argued that the \$25,000 fee demanded by these acts made it impossible to bring them to Lisner. And he added, almost every group is asking "ridiculous" amounts of money.

Typifying the problem, Himelfarb disclosed the price rise of Loggins and Messina, a group whose popularity is rising, as it has recently released its second album.

According to Himelfarb, "At the beginning of the summer they were asking \$1,500. At the end of the summer it was \$3,000." Three weeks ago, said the concert chairman, their price had been upped to \$5,000, they are now touring at \$10,000 a night, and would cost \$12,000 for the spring show planned by Himelfarb, who considered this an incredible fee for such a group. Yet, he felt such "inflation" is indicative of what is happening in the concert business.

Himelfarb expressed pity for next year's chairman, because by then musician "prices will be twice as ridiculous." He admitted that "it's a dilemma" and things have gotten worse because of "area promoter's competition."

But despite this increased competition for the entertainment dollar, the Program Board will present a total of "ten concerts over the course of the year, as compared to four last year," Himelfarb said.

The shows for next semester have been finalized, but Himelfarb plans a varied schedule with two well-known acts and three concerts appealing to more distinct tastes. He has put in bids for Linda Ronstadt (of Stone Poney fame) and the Doobie Brothers. In country music, he hopes to get back Liz Meyer and Company, and a jazz concert will present area black musicians. A folk concert will feature local performers, but Himelfarb raised the possibility of booking Casey Kelly, a rising star among the many songwriters/singers.

Music Events Slated

The Music Department will present student recitals by Applied Music students tomorrow at 4 p.m. and Sunday December 3 at 8 p.m. in the Center Theater.

An additional concert will be performed by the George Washington University Quartet tomorrow evening at 8:30 p.m. in the Center Theater. It is the third concert in a series presented by the GW Department of Music.

The concerts will be open to the public, free of charge.

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Master Plan Developer Says GW Townhouses Useless

by Brad Manson
News Editor

The GW Master Plan project director said yesterday that most of the campus' townhouses have "no character" or "particular value at all" and should be destroyed, while he defended the plan's intention to build high density structures to allow for central campus open space.

Arthur H. Fawcett, Jr., an employee for Marcou, O'Leary and Associates, who were hired to design the Master Plan, was placed in charge of coordinating the project for GW. He testified before the Faculty Senate Subcommittee on Physical Facilities, at the request of committee Chairman Joseph Foa.

Fawcett told the group that although GW is increasing its

building density, it does not "approach the densities in [the] surrounding area." He said that in designing the plan, they were looking for some consistency and higher density in deciding what buildings to destroy or preserve. "We'd like to have that option available in the future—and I mean a long time. The buildings in this area are pretty undistinguished."

"I would personally have no compunctions about tearing them [the townhouses] down and building higher buildings," Fawcett said. "The G Street buildings would, in their place, keep very much the same kind of character it has now. The group here has no character—no particular value at all. The character of this area as a small townhouse area is far gone."

Fawcett said the major objectives of the Master Plan were to "give the campus some unity and individuality" and "to

make some use of what is some very valuable land." He said open space was essential to forming a "campus-like atmosphere," despite the fact that no provisions for University housing units appear in the plan.

The project director said he would favor the inclusion of some University-owned apartment buildings in the area, stating, "I think you should make it possible for as many students to live on or near the campus as possible." But the idea was dismissed by Vice President and Treasurer Charles Diehl, who said, "It is not financially feasible for GW to compete in the [housing] market."

Fawcett said he felt GW should encourage small commercial development on the ground level of the planned high density buildings. "We need to create a mixture of densities," he said.

Exam Schedule Corrections

GEOGRAPHY 141A Pederson	Mon, Dec 18, 8:30 am	I-101
MANAGEMENT SCIENCE 118A2 Demoady	Mon, Dec 18, 8:30 am	Gov 306
MATHEMATICS 3A1 Morris	Wed, Dec 13, 8:30 am	Mon 301
3A2 Batigne	Wed, Dec 13, 8:30 am	Mon 201
STATISTICS 111B Schwartz	Thurs, Dec 14, 6 pm	C-319

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Metro Plans I St. Blasts

Contractors for Metro announced yesterday that rock blasting will begin in the campus area between Dec. 1 and Dec. 10, and will continue daily for the next three to six months.

Cleve Amos, spokesman for Metro contractors Massman-Kiewit-Early, said the operation under Eye Street between 20th Street and New Hampshire Avenue necessitates "the removal of approximately 55,000 cubic yards of rock in order to reach the required elevation on which the foundation of the Metro concrete structure rests."

Amos said the blasting will have no effect on area traffic. He said area residents should not be inconvenienced by the muffled blasts, which produce "very little vibration and noise."

The blasting, planned for 3 p.m. Monday through Saturday, will be preceded by a one minute series of whistles five minutes prior to each blast.

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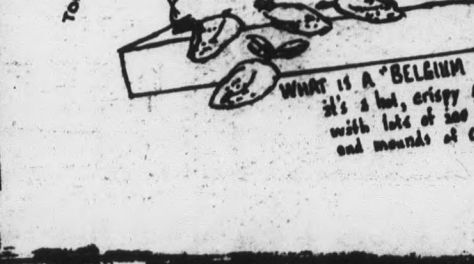
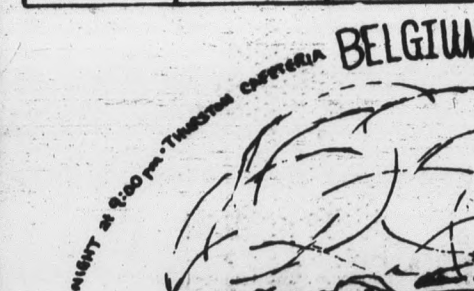
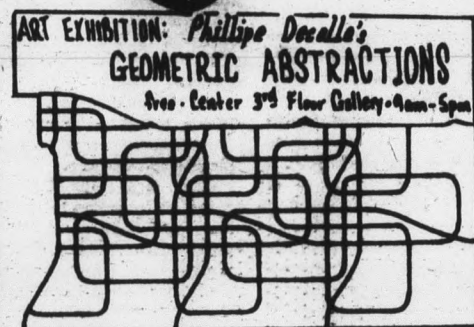
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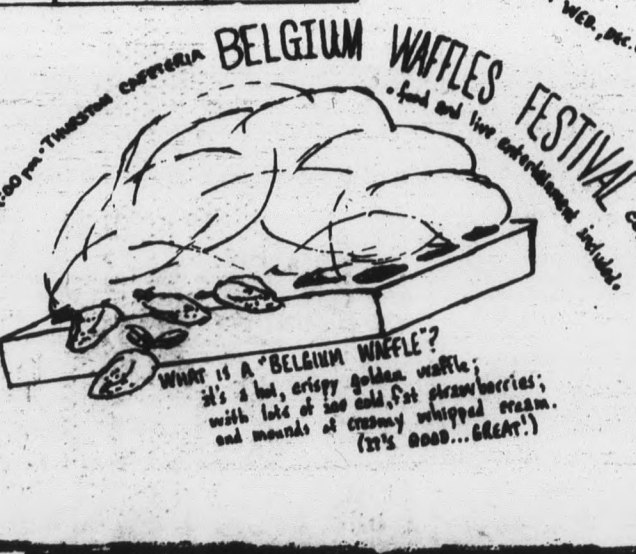
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Editorials

Creativity Needed

The controversy surrounding the GW Master Plan provides a unique opportunity for the student body to make an impact on what physical features the campus will have in the not-too-distant future.

The present Master Plan is a complex, long-run design that would exchange the present low density, small unit buildings with larger, denser and, according to the administration, more economically feasible structures. It calls for the development of all the commercial property on Pennsylvania Avenue and 19th Street to office-type structures like the Pepco Building and the Henry Building, in an effort to create a central campus core with considerable open space.

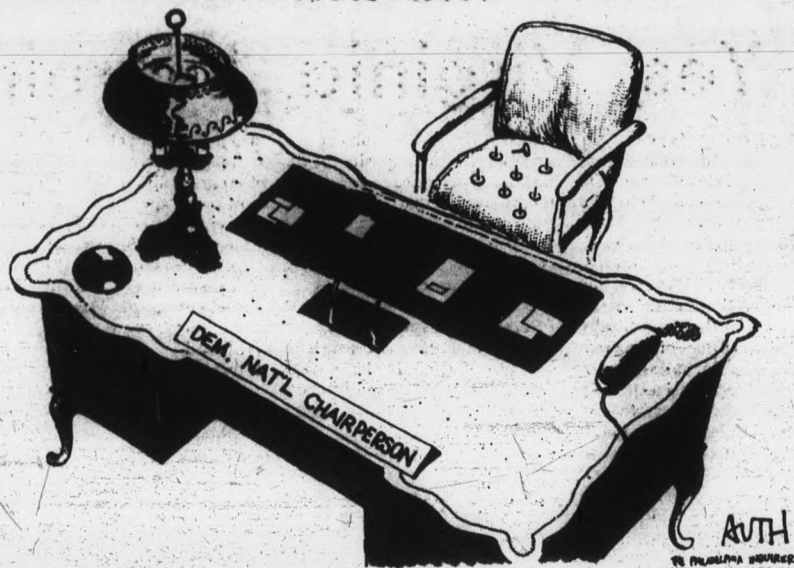
Although the plan has been logically and economically derived, it lacks any essence of creativity or sensitivity to alternatives available for urban development. Although the plan calls for the development of a campus atmosphere, most of its specifics will drive away the remaining on-campus students, forcing them into the surrounding city and suburban apartment complexes.

Most of the plan's perpetrators are ignorant of the fact that the profitable high density office buildings, and the constant insistence that University-owned apartment buildings are financially infeasible, will create a campus left desolate and unused when classes are not in session. A weekend on the future GW campus will feature friendly encounters between GW maintenance personnel tending to the upkeep of our multi-story building complex, because there will no longer be any students here to support activities.

It seems somewhat ridiculous to build a number of high density buildings for the University's use when the administration itself states that no student enrollment expansions are planned for the future. The bulk of the remaining plan consists of three more parking garages and several "undesigned" structures, which may be interpreted as office buildings, and will also be vacated after working hours.

The present GW Master Plan is merely a simple way out for quick development, and is void of any creative input. The opportunity exists to turn the present disjointed campus into a lively urban neighborhood that includes a balance of small business establishments, apartment complexes that house both students and area residents, and the incorporation of many existing buildings and structure densities that are rapidly fading out of the Foggy Bottom area.

The ability to be creative is only limited by the imagination and the GW administration is guilty of very little imagination in the present Master Plan. There are more variables involved in developing this campus than the financial ones and they should be considered before the campus is faced with one more Pepco building or the destruction of one more townhouse.



Professing A New Outlook

by Rod French

A university, any university, is an unhappy place when its students don't feel that it is their institution. Too many GW students believe this university to be the property of faculty and administrators, for the privilege of visiting whose institution for four years somebody pays a lot of money.

There has been a serious attack on this problem in recent years in the form of the effort to enlarge the role of students in the governance of the university. I support that movement as being entirely constructive. However, in this space I want to advocate an enlarged role for students in the main business of the university, namely, in the processes of teaching and learning. It is my impression that many students regard the curriculum and what goes on in the classroom as the central expression of the university's indifference to them.

Never mind how we arrived at such a paradoxical condition in an institution of higher education. There are a number of rather small changes in our procedures which could result in major improvements in our situation. I will mention one: faculty should do more to give prospective students a reasonably clear and full idea of the goals and contents of the courses which they teach.

There are a number of devices for accomplishing this deceptively simple objective, but the fundamental premise of all the devices is the assumption that what is going to be studied in a class and the way it is to be studied are matters of mutual interest to faculty and students. (I mean mutual. For example, if I were teaching in my own field of American Studies I would argue strenuously with all the majors that they must study the 1830's. I might not prevail, but I would be as persuasive as possible in stating my sense of the value and the fun to be found in a close study of that period. So to imagine that I am talking about "abdicating the teacher's role" is to misapprehend my point.)

As a first move in the direction of the change suggested, those ever-shrinking paragraphs of course description in the catalog should be supplemented by more extended, written course descriptions. These could be reproduced cheaply and revised as appropriate. (It is notorious that catalog descriptions too often are the handiwork of professors who long since stopped teaching the courses described.) Faculty must get

over the idea that courses are self-evident in their intent and self-validating by virtue of precedent. We should be willing to sketch out our reasons for believing that a given course is worth the investment of the time and money of so many people—including our own! Our aim should be a university community in which the majority, as opposed to the present minority, are teaching and learning things which they regard as exciting and significant. Every course should be taught as if its legitimate place in the curriculum had to be proved each time it is offered.

One purpose of providing more detailed course description is to facilitate a process of negative selection, i.e., helping students to choose not to take a given course on the basis of a more accurate idea of what to expect. This is the great value of pre-registration interviews, especially in the case of new courses or courses which have been significantly revised.

As an amplification of the pre-registration interview, faculty might consider involving students currently enrolled in their classes or students from previous years. Such students can interpret the content and dynamics of a course from the perspective of prospective students. Once again this practice would emphasize the mutual interest of faculty and students in the central process of teaching and learning.

One might object that the process of spreading the news of what really happens in a course takes place informally and naturally over a period of time as students convey their image of a professor and his or her classes from student generation to student generation. Fine. But the one thing we should have learned from our political education in the 'sixties is that random good things must be structured if we are sincere in our desire to reform our institutions.

It has been my experience in working with numerous professors in the development and teaching of new courses that even those with the most affirmative attitudes toward students have not been conditioned to hold to a student-centered approach to teaching in a systematic way. The natural behavior pattern into which all of us have been conditioned by our profession is what might best be called the paternalistic fallacy. In this syndrome well-intentioned faculty work hard to create truly good courses which they then present to the student

constituency with the most hopeful expectations of response. They trust entirely their intuitive sense of what are the central intellectual interests of students. The profession of university teaching has not inculcated the habit of regarding students as collaborators in the venture of teaching learning but as recipients of instruction.

We should recognize that we are in a new stage in the evolution of the American university. The introduction of the elective system in the nineteenth century signified that educators no longer felt confident to prescribe the content of a student's education without reference to that student's interests and life expectations. What is being proposed is a deepening and an extension of the participation of the student in determining the shape and content of his or her education.

It is for these and other reasons that we have made it a matter of policy to include students in all planning groups for new courses developed under the auspices of the humanities development program. Three students are also full members of the Advisory Committee on the Humanities which oversees the work of the staff of the Office of Program Development in implementing the institutional development program funded by the National Endowment for the Humanities. These policies, of course, do not guarantee a miraculous solution to any of our pedagogical problems at GW, but they do affirm the conviction that a humanistic education is one which takes seriously the needs and values of those for whom the institution of the university was created in the first place. And who stands to benefit more than the faculty if we can work together to build a university which students are proudly and honestly able to identify as theirs?

Professor French is a faculty member working in the Experimental Humanities Department.

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Yes, Virginia, Learning Can Be Fun

by Louisa Beyer

Are you suffering from Boredom, Blackheads, and the Student Union Blues? Well, take heart, Somebody Up There Cares about you. By "Up There" I mean the 4th floor of Monroe; by "Somebody" I mean the Experimental Humanities Program, or, as they're officially known, the Office of Program Development. For a couple of years now they've been offering a concrete alternative to the massive lectures and copious notes which characterize so much of our "traditional" liberal arts education at GW. More than any other program that I'm aware of here, the people in Experimental Humanities enthusiastically, diligently, and successfully put forth creative courses aimed at anyone and everyone who desires a bit more out of college than rote memorization of mounds of data.

I think we would all agree that a good grasp of the

information on any subject is a necessary prerequisite for making decisions or value judgments on that subject. It is only in deciding what constitutes a "good grasp" that conservative and progressive camps in education diverge.

I was enrolled in their first offering, Humanities 51-52, in September 1969. Although it was very much a maiden voyage for both the faculty and students involved and has since gained much by revisions in both

structure and content, it was still a tremendously exciting course. We talked about urban life and how it shapes the individual's consciousness; we looked at Chicago and Los Angeles and finally, Washington, D.C. For many students, it was their first apprehension of Washington as something more than this isolated four-block by four-block campus.

Finally, I would like to point out what seems to me the critical element in the operations

of the Experimental Humanities Program. Not only are student responses among the decisive factors in the design of each new course, but six students' ideas are actively and zealously sought in all phases of the development process. What better way to gauge the potential success of a course than to try the idea out on students first, to elicit their help in planning curricula, and to involve them in an ongoing evaluation of the course's progress? The result of this kind

of commitment to the enrichment and invigoration of liberal arts education speaks for itself. Take a look at what Experimental Humanities is offering this spring and next fall, or if you are still skeptical about the idea, talk to other students like myself who have taken courses such as these—there are plenty of us around.

Louisa Beyer is a student member of the Advisory Committee on the Humanities, Office of Program Development.

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Female would like to share furnished 1 bdrm apt. w/ another, 5 min. fr GW campus. \$100/mo. 522-1154 after 8 pm

The **ANTHROPOLOGY CLUB** meeting tonight at GW Campus Club, 1912 G St. NW, 7-9:30 PM. Spring programs will be discussed, including: Anthropology of Derogables, Primitive Pottery making, Acupuncture & Modern China & Archaeological Excavation of Etruscan Tombs in Italy this Summer for students. BEER for ALL-50cents donation.

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sports

Observations

Buff Must Improve

"We'll have to play much better to win," commented varsity basketball coach Carl Slone when asked about the Colonials upcoming game against visiting Long Island University Saturday, Dec. 2, at 8 p.m.

by Stuart Oelbaum

After watching his team beat an inept Loyola squad 72-62 Tuesday in an unimpressive performance, Slone said, "We have a long way to go before we reach our potential."

Slone specifically looks for improvement in shooting against LIU. The Buff connected on only 26 of 71 field goals attempts what Slone termed "poor shot selection."

The Buff were even worse at the foul line, making 20 of 40 shots. More importantly, GW made only six of a possible 26 points on 13 one-and-one situations.

On defense, Slone remarked that his squad would probably use a full-court zone press Saturday, although the Buff stuck with 1-3-1 and 3-2 zones Tuesday. The 1-3-1 seemed a bit

porous and GW was lucky that Loyola missed over 20 shots from inside ten feet.

Slone also hopes to get the fast break going against LIU. He said the team hasn't developed the right pace yet.

"Sometimes we went too fast and were unable to execute and at other times we executed but didn't run fast enough," was his explanation of the team's failure to break against Loyola.

In general, good effort but poor execution characterized the performance of the most heralded GW team in recent years.

LIU, who beat the Buff 76-72 last year in a 13-12 season, will be a tougher opponent than Loyola. The Blackbirds' main problem is size, their front line averages 6-6 compared to GW's 6-8.

Junior Fred Gibson, a 6-5 forward should lead LIU. He set a school sophomore scoring

record last year. Also on the front line will be senior forward Ron Williams, 6-6, and sophomore center Reuben Rodriguez, 6-6.

The Blackbirds' strength should be in the backcourt. Louis Brignone, 5-11, Tony Smith, 5-11, and Richard Salit, 6-1, will provide good ballhandling and shooting.

Free GW student tickets for the LIU game will be available upon presentation of an ID at the athletic office, 2035 H St., until Friday, Dec. 1, at 5 p.m. A limited number of tickets for the Dec. 22 game at Maryland are on sale at the athletic office for \$4.



Senior forward Mike Battle, the Buff captain, scores two of his game high 25 points against Loyola.

photo by Marv Ickow

JV Wins Opener 64-62

GW and the world had its first opportunity on Tuesday night to view Coach Bob Tallent's Baby Buff. The new JV does not have the same exceptional personnel, nor the same class as last year's powerhouse freshmen, but there was the same excitement, and most importantly, the same final result.

by Andrew Trachtenberg

The Colonials battled back to overcome an 11 point deficit, and defeat Hagerstown Junior College, 64-62. The Fort Myer contest was the first game for both teams.

Tallent said of his 41st career coaching victory against only 14 losses, "We were just lucky."

Luck or not, it was the hot long range shooting of Charlie Rideout, a freshman guard, that salvaged the GW victory. Rideout tallied a game high 23 points, 17 of which came in the second half.

Also instrumental in the Colonials comeback was the insertion of 5-8 George Garcia, one of the stars from GW's championship baseball team. It was not until midway through the second half that Garcia entered the game, and then the JV

began to play a hounding, full court man-to-man defense.

Garcia, Rideout, and Jim Peters forced Hagerstown turnovers three consecutive times downcourt, and even though the Buff could not convert any of these opportunities into points, the momentum of the game had been re-established in favor of GW.

The pressing defense forced the visitors to alter their offense and allowed the Buff to outscore Hagerstown 10-2, narrowing the deficit to 53-50, and setting the stage for Rideout's heroics.

Rideout scored all but two of the Baby Buff's last 16 points. He connected on five long jumpers, and offensive rebound, and two free throws.

With under a minute to play and the score tied at 62, GW raced downcourt, and Rideout called for the ball. He wasted no time in throwing up a 30 foot bomb. "I knew it was goin' all the way," said Rideout later. It did.

The next game for the JV will be this Saturday when they host Montgomery Community College-Rockville. MCC has nine players returning from last year's 11-9 team, led by guard John Trumbo.

Hagerstown JC				
	FG	FT	R	FTP
Albertie	6-15	2-4	12	3 14
Donaldson	7-15	1-2	6	3 15
Parson	4-7	1-1	4	5 9
Shuey	1-5	2-2	1	3 4
McKinsey	1-3	0-0	1	1 2
Thomas, A.	9-17	0-2	10	2 18
Thomas, V.	0-0	0-1	0	3 0
Totals	28-62	6-12	34	20 62

GW JV				
	FG	FT	R	FTP
Miller	7-18	2-4	7	4 16
Peters	5-10	1-2	4	3 11
Riddle	1-4	0-0	6	0 2
Rideout	9-16	5-6	5	12 3
Tackett	4-10	1-1	7	4 9
Emanuel	0-4	0-0	2	1 0
Block	0-3	0-0	3	0 0
Garcia	0-2	3-5	1	1 3
Totals	26-71	12-18	35	14 64

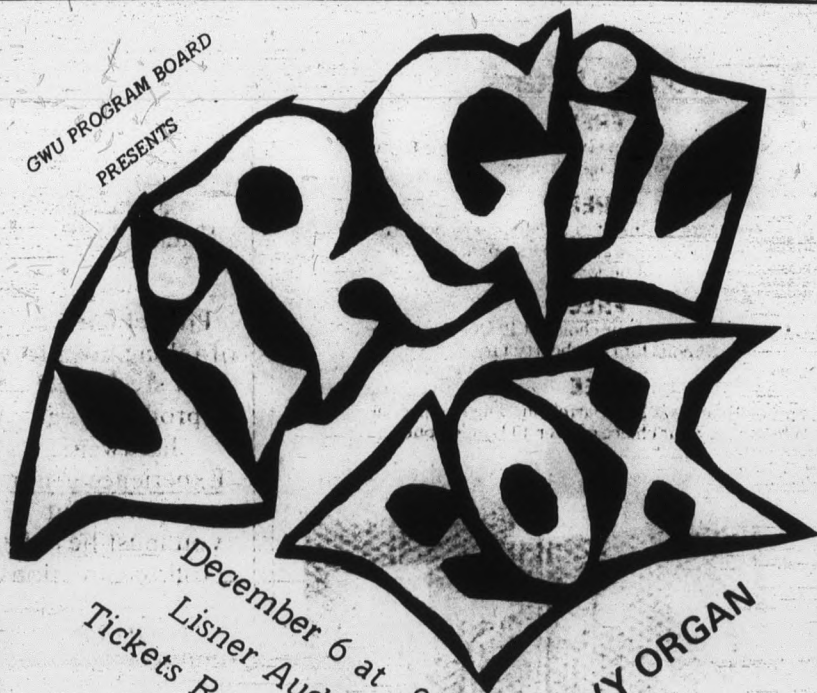
Halftime: Hagerstown 35-28

Loyola				
	FG	FT	R	FTP
Butler	2-5	1-2	11	5 5
Floyd	1-10	2-2	1	5 4
Gwiazdowski	4-17	2-2	5	5 10
Rohde	5-12	6-6	4	4 16
Cannon	1-5	0-0	2	2 2
Farnan	0-0	0-0	1	0 0
Flanagan	2-5	0-0	4	0 4
Kaiser	2-6	2-5	1	5 6
Lamb	3-8	0-1	3	2 6
Robinson	2-8	1-2	4	3 5
Smith	2-7	0-0	3	0 4
Totals	24-83	14-21	39	31 62

George Washington				
	FG	FT	R	FTP
Tallent	3-14	7-9	5	3 13
Morris	4-8	0-3	4	3 8
Battle	9-18	7-9	16	0 25
Rosepink	2-7	4-6	9	5 8
Burwell	3-8	1-7	18	3 7
Harper	4-7	1-6	6	2 9
Smith	1-2	0-0	3	1 2
Click	0-4	0-0	2	2 0
Shanta	0-1	0-0	0	0 0
McCloskey	0-2	0-0	0	1 0
Totals	26-71	20-40	63	20 72

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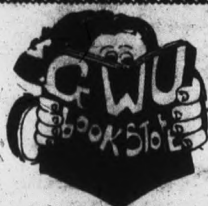
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